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IDENTIFIERS	*PEECH Outreach Project

ABSTRACT

The final 1980-81 report of Project PEECH (Program for Early Education of Children with Handicaps) Outreach provided technical assistance to Texas sites replicating the PEECH model. The model emphasizes training teachers to train parents to continue the individualized educational program activities with their mild to severely handicapped children in the home environment. An outlined curriculum design of the four major goals and the planned objectives is presented. The four goals are: (1) to present the PEECH model to target agency participants, (2) to provide training and onsite consultative assistance to staff in a minimum of 10 replication sites, (3) to provide inservice training and ongoing consultative assistance to the demonstration sites within the area, and (4) to provide for dissemination of information and evaluation of the program. Appended are a Texas map showing the outreach sites, the PEECH model program observation scale, the texts of sample technical assistance agreements, a summary of PEECH Outreach training and testing results for the year, site visit reports, a listing of inservice training sessions, and pre-post evaluation data of target children in the program. (DB)

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PEECH OUTREACH

Final Report 1980-81

Compiled by:

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U.S. Department of Education
Office of Special Education
Handicapped Children's Early Education Program
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Project Number: 444B400079

EC141195

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ABSTRACT

Project PEECH
(A Program for Early Education of Children with Handicaps)
(1980-81)

The target area for the project is a sparsely populated area covering 12 midwest Texas counties which includes 10,230 square miles and a total population of 210,896. The area school population is 46,955 with an estimated pre-school population of 12,653. Approximately 24,500 school age children are located in Wichita County indicating the sparse population density in the project area.

The objectives of the model program are accomplished as follows:

1. To develop a model program for training handicapped children, ages six months to six years, living in a rural area.

2. To train parents as paraprofessional educators of handicapped children.

3. To use parent professional educators as home teachers of handicapped children under the direction of certified teachers.

4. To provide preservice and inservice training of project personnel and parents of handicapped children involved in the project.

5. To provide for demonstration, dissemination, coordination, replication, and evaluation of the project.

The handicapping conditions to be served by the project include: mental retardation, emotional disturbance, physically handicapped, hard of hearing, speech and langauge development. Precision training and behavior modification techniques are the major tools used in the educational process. Together with the educational materials available

through the project, the home teachers will work at training parents through weekly home visitations. The ultimate goal is for the parent to assume the chief training responsibilities until the child is able to attend school.

The rationale of the project is based on the thesis that parents can be effectively involved in the teaching of their handicapped child on a daily basis, and that they can observe and record changes in behavior. An evaluation will be made of each child to assess the developmental level at which the child is functioning. From this assessment individualized educational programs will be developed for each project participant.

The studies computed are supportive of the rationale the program is based on. As indicated in the 1974-75 Final Report, the gains in post assessment as compared to pretests of the Stanford-Binet Intelligence Scale and the Self Help Age, Physical Age, Social Age, Communication Age and Academic Age of the Alpern-Boll Developmental Profile were all significant (P .05). The correlations of the pre-post rankings by test also suggested stability. Thus the data as computed reflected the PEECH Program is effective. (See Appendix VI.)

ABSTRACT
PEECH Outreach

Project Title

A Program for Early Education of Children with Handicaps (PEECH Outreach)

Major Objectives

1. To present the PEECH Model (A JDRP Approved Home Intervention Model Program) to target agency participants.

2. To provide training and onsite consultative assistance to staff in a minimum of ten replication sites.

3. To provide inservice training and ongoing consultative assistance to the demonstration sites within the Region IX Education Service Center area.

4. To provide for dissemination of information and evaluation of the program.

Target Agencies

Public Schools, Special Education Cooperatives, Child Find personnel, Special Projects, Day Care Centers, and Head Start Programs are the target agencies having received training to implement the PEECH Model (A JDRP Approved Home Intervention Model Program). Personnel have been trained in thirty-eight sites in Texas, Southern Oklahoma, and Kentucky.

Outreach Assistance

The PEECH Outreach Program provides technical assistance to sites replicating components of the PEECH Model for a demonstration guidance and teacher training in the areas of: (1) Identification of the population to be served; (2) Provision of the referral process in respect to PL 94-142; (3) The Assessment Process; (4) Writing I.E.P.'s; (5) The Home Teaching Process; (6) Parent Training; and (7) Coordination and utilization of supplementary services. Emphasis is placed on training teachers to train parents to continue the individualized educational program activities of the mild to severely handicapped on a daily basis in the home environment.

Curriculum Design

1. GOAL (1980-81)

The PEECH Outreach staff will present the PEECH Model (a JDRP approved home intervention model program) to target agency participants.

OBJECTIVES

1.1 By July 15, 1981, the Program for Early Education of Children with Handicaps staff will have revised and prepared an overall dissemination plan for awareness and training activities as manifested by the outline of the plan.

a. The PEECH Slide presentation was updated and revised to present during awareness sessions.

b. Awareness activities were presented in Chicago, Edinburg, Austin, and Midland.

c. Awareness presentations resulted in obtaining six new replication sites in the following Texas towns: Olney, Graham, Iowa Park, and Wichita Falls.

1.2 By August 31, 1981, the Program for Early Education of Children with Handicaps staff will have conducted a needs assessment for each of the proposed replication sites as determined by the formal needs assessment reports.
- See appendix B,C

1.3 From July 1, 1980 to June 30, 1981, the Program for Early Education of Children with Handicaps will coordinate awareness and training activities with the National Diffusion Network as measured by the number of contacts made to State Facilitators, State Implementation Grant Projects, and National Diffusion Network Program Officers.
- The PEECH Program was presented and the Texas and Illinois State Facilitators Conference in March of 1981.

1.4 From July 1, 1980 to June 30, 1981, the Program for Early Education of Children with Handicaps will coordinate activities with the Texas Education Agency and the Texas Infant Consortium to assist the state in the assurance of education for all young handicapped children as demonstrated by the number of contacts made during the year.
- Three staff members of PEECH Outreach attended the Triple T Consortium in Lubbock, Texas in March of 1981.

2. GOAL (1980-81)

The PEECH Outreach staff will provide training for the implementation of the model program in each replication site.

OBJECTIVES

2.1 From September 1, 1980 to November 15, 1980, the Program for Early Education of Children with Handicaps staff will plan and coordinate training for a minimum of ten replication sites as determined by the number of sites, the number of teachers trained, and ongoing evaluation of each site.
- See Appendix D

2.2 From November 16, 1980 to May 31, 1981, the Program for Early Education of Children with Handicaps staff will assist the replication sites in the implementation of the model program through bi-monthly technical assistance visits as manifested by the number of site visits made, the number of teachers served, and a report of the consultation service rendered.
- See Appendix E

2.3 From November 16, 1980 to May 31, 1981, the Program for Early Education of Children with Handicaps staff will collect pre-post- assessment data in order that pupil gains may be measured in skill areas (Physical, Social, Self-Help, Academic, and Communication) as measured by the Alpern-Boll Developmental Profile within and among outreach sites.
- See Appendix F

3. GOAL (1980-81)

The PEECH Outreach staff will serve as consultants to the ongoing demonstration programs within the Region IX Education Service Center area.

OBJECTIVES

3.1 From August 1, 1980 to June 30, 1981, the Program for Early Education of Children with Handicaps staff will provide pre-/in-service training to early childhood teachers for the handicapped within the demonstration sites upon request by the Special Education Cooperative Directors as manifested by the number of workshops conducted, the number of teachers participating, the number of children receiving services, and a Region IX ESC data processed evaluation of each session.
- See Appendix G

3.2 From July 1, 1980 through June 30, 1981, the PEECH Outreach staff will work in coordination with the Texas Education Agency to provide regional and statewide training for educators of young handicapped children through the State Preschool Incentive Grant monies, as determined by the number of workshops conducted, the number of persons participating, and the formal evaluation of each session.

3.3 From September 15, 1980 through June 30, 1981, the PEECH Outreach staff will make periodic consultant visits to the demonstration sites to provide assistance with individualized educational programs and continuation of the home based model as measured by the number of consultant visits and the number of teachers receiving assistance.
- Nine demonstration sites were developed in our Region in the 1980-81 school year.

4. GOAL (1980-81)

The PEECH Outreach program staff will provide for dissemination of information and evaluation of the PEECH Outreach Program.

OBJECTIVES

4.1 From July 1, 1980 to June 30, 1981, information will be disseminated regionally, statewide, and nationally to persons requesting materials defining the PEECH Program as determined by the number of contacts made.
- See Appendix D

4.2 By May 31, 1981 the PEECH Outreach staff will have compiled a training manual for print to document the training program utilized in each of the training sites as demonstrated by the publication of the document for dissemination.
- See Appendix

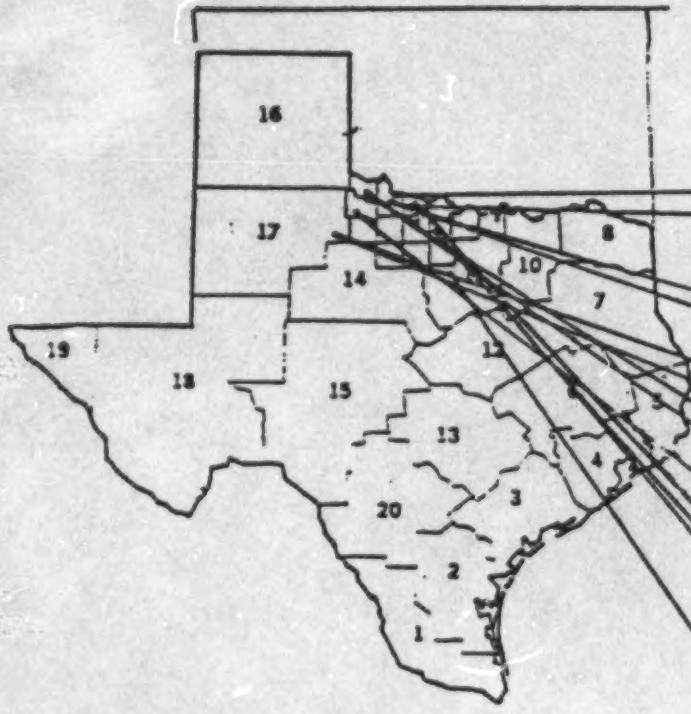
4.3 From November 1, 1980 to May 31, 1981 the Outreach staff will monitor each outreach site and will periodically collect information on the progress of each child within each site for computer input as measured by the final analysis of the pre-post data within and among the outreach sites.
- See Appendix F

4.4 From July 1, 1980 to June 30, 1981, data will be collected to provide for an annual evaluation of the PEECH Outreach Program which will be determined by the submission of a final evaluation document to the Bureau of Education for the Handicapped.

APPENDICES

APPENDIX A

OUTREACH SITES



Texas

Headstart/Day Care

Wichita Falls Day Care, Inc.
*McCutchen Day Care
*Lamar Day Care
*Ben Donnell Day Care

Greenbelt Headstart/Day Care
*Vernon Headstart
*Vernon Day Care

*Paducah Day Care
*Paducah Headstart

*Quanah Day Care
*Quanah Headstart

*Crowell Headstart

Wichita Falls Headstart
*Wichita Falls Headstart
*Henrietta Headstart
*Burkburnett Headstart

Mineral Wells Headstart
Mineral Wells, Texas

*Sites requesting continuation

PEECH MODEL PROGRAM OBSERVATION SCALE

APPENDIX B

PROGRAM COMPONENT	CRITERIA FOR OBSERVATION	Sept. 30	Nov. 30	Jan. 31	Mar. 31	May 31
IDENTIFICATION AND PLACEMENT						
1. Procedures for identifying children and determining eligibility for program services.	4. A procedure to identify and screen eligible children is in operation and clear criteria for admission to the program written. Placement is based on the results of at least one objective and reliable test and a multi-disciplinary staffing. Procedures exist for placing the child in the most appropriate educational setting in the community.					
	3. (Mostly)					
	2. (Partly)					
	1. No systematic process for identifying children or no clear criteria for entry into program exists.					
ASSESSMENT - INFORMAL						
2. Procedures exist for teachers to observe children to assess each of the child's skill areas: motor, social, self-help, language and cognitive.	4. Individual assessment of each child's motor, language, social, self-help and cognitive strengths and needs is conducted through an appropriate and objective developmental sequenced instrument which is the basis for individual programming.					
	3. (Mostly)					
	2. (Partly)					
	1. No assessment procedures are followed on determining each child's strengths and weaknesses.					

PEECH MODEL PROGRAM OBSERVATION SCALE

PROGRAM COMPONENT	CRITERIA FOR OBSERVATION	Sept. 30	Nov. 30	Jan. 31	Mar. 31	May 31
IEP's						
3. Procedures exist for involving parents in the process of establishing goals for their child's educational program.	4. The parents of each child meet initially with the teachers to discuss family concerns, to receive information on results of assessment and to actively participate in planning their child's educational goals. Two or more additional parent/teacher consultations occur to exchange information on child progress and to establish new goals and objectives for the child. Both initial and revised plans are approved by parents.					
	3. (Mostly)					
	2. (Partly)					
	1. Parents are not involved in developing the child's IEP.					
IEP's						
4. Procedures for establishing appropriate individualized goals based on classroom assessment, parental concerns, and results obtained from formal evaluations.	4. A written plan exists for each child which includes prioritized goals, teaching strategies and evaluation criteria in all areas of strengths and needs.					
	3. (Mostly)					
	2. (Partly)				15	
	1. Goals, teaching strategies and evaluation criteria are not established.					

PEECH MODEL PROGRAM OBSERVATION SCALE

PROGRAM COMPONENT	CRITERIA FOR OBSERVATION	Sept. 30	Nov. 30	Jan. 31	Mar. 31	May 31
DAILY LESSON PLANNING						
5. Procedures exist for planning and implementing an instructional program through lessons.	4. Daily lesson plans are written in four or more areas of each child's greatest educational needs. Each plan specifies a behavioral objective, sequenced activities, specific evaluation and is individualized according to each child's needs and abilities and interests. Lesson activities are game-oriented, encourage active child participation and utilize a multi-sensory approach when appropriate.					
	3. (Mostly)					
	2. (Partly)					
	1. Lesson plans are not written or implemented.					
LESSON PLANNING						
6. Procedures exist for planning and implementing components of the instructional program in the parent training sessions.	4. Weekly plans are made to incorporate the child's educational needs for a parent training session. The teacher demonstrates the activities whereby training the parent to continue the teaching. Charts are made for the parent to record their daily accomplishments.					
16	3. (Mostly)			17		
	2. (Partly)					
	1. No parent programs are planned.					

PEECH MODEL PROGRAM OBSERVATION SCALE

PROGRAM COMPONENT	CRITERIA FOR OBSERVATION	Sept. 30	Nov. 30	Jan. 31	Mar. 31	May 31
LESSON PRESENTATION						
7. Procedures and techniques for presenting written lessons effectively.	4. Written lesson plans are followed. When implementing lessons the teachers (a) provide clear directions, (b) adjust expectations of children as necessary, (c) positively reinforce children, (d) give children positive corrective feedback, (e) are enthusiastic, (f) demonstrate the task or direct a child to demonstrate the task, and (g) use clues and prompts.					
	3. (Mostly)					
	2. (Partly)					
	1. Written lesson plans are not followed. Effective presentation techniques are not utilized.					
SCHEDULING						
8. Staff plans a daily schedule so that individualized programming may be implemented effectively through large group, small group, and one-to-one activities.	4. Written daily schedule is implemented which allocates 50% or more of the time for individual and/or small group lessons. Daily time is scheduled for staff to develop individual lessons, prepare instructional materials, and evaluate child progress.					
	3. (Mostly)					
	2. (Partly)					
	1. Daily schedule does not provide time for small group or one-to-one lessons, preparation of materials or evaluation of child progress.					

PEECH MODEL PROGRAM OBSERVATION SCALE

PROGRAM COMPONENT	CRITERIA FOR OBSERVATION		Sept. 30	Nov. 30	Jan. 31	Mar. 31	May 31
CLASSROOM ARRANGEMENT							
9. Procedures for organizing classroom space which facilitate effective implementation of the educational program.	4.	Classroom space is arranged according to the following considerations: the boundaries and purpose of space should be clear; pathways are well-defined; all areas can be easily supervised by the teachers; and space is planned so that compatible areas are next to one another so that children are not distracted by noise.					
	3.	(Mostly)					
	2.	(Partly)					
	1.	Classroom arrangement does not reflect consideration of the following factors: noise, supervision, and clear/well-defined space.					
PARENT TRAINING							
10. Procedures exist for providing parents training to work with their own child as related to the identified programmatic needs.	4.	A clearly defined parent training program is provided either by weekly home visitations or by the parents attending a weekly session at the school. This session involves teacher demonstration for each of the activities the parent and child are to continue.					
	3.	(Mostly)					
	2.	(Partly)					
	1.	No parent training program is provided.					

PEECH MODEL PROGRAM OBSERVATION SCALE

PROGRAM COMPONENT	CRITERIA FOR OBSERVATION		Sept. 30	Nov. 30	Jan. 31	Mar. 31	May 31
PARENTS RECORD KEEPING							
11. Procedures exist that demonstrate the parents ability to chart the activities they are presenting to their child.		4. Parents actively chart their child's progress as they conduct the learning activities during the week. A filing system is maintained, and a record of each child's progress recorded weekly to assist in future programming.					
		3. (Mostly)					
		2. (Partly)					
		1. There is no recording of the activities or a regular review of each parent and child's program.					
BEHAVIOR MANAGEMENT							
12. Procedures that create a positive affective environment and that include appropriate behavior management techniques.		4. Teachers maintain a positive approach in the interaction with children and are responsive to each child's needs and interests. An environment which promotes appropriate behavior is established such as clearly stating classroom rules, modeling behavior for children and being consistent in expectations. Teachers use the following behavior management techniques as appropriate: ignoring, positive correction, physical re-direction, removal from the immediate situation, and time-out. Plans are written for children who often exhibit inappropriate behavior.					
		3. (Mostly)					
		2. (Partly)					
		1. A positive affective classroom environment does not exist. Appropriate behavior management techniques are not utilized. Teachers may give negative feedback, rely on punishment, employ threats, raise their voice level, and often change rules in their attempts to control behavior.					

PEECH MODEL PROGRAM OBSERVATION SCALE

PROGRAM COMPONENT	CRITERIA FOR OBSERVATION		Sept. 30	Nov. 30	Jan. 31	Mar. 31	May 31
PARENTS AS PARAPROFESSIONALS							
13. Procedures exist where the parents are working with their own child on a daily basis in their home environment.	4.	A procedure is utilized for assessing the individual needs of parents and the activities they are conducting with their own child. Alternative strategies and activities are implemented to achieve weekly goals.					
	3.	(Mostly)					
	2.	(Partly)					
	1.	No procedures exist for training parents to work with their own child.					
PRECISION TRAINING							
14. Procedures exist where task analysis is utilized in developing programs for young children.	4.	Individual programs include behavior modification techniques.					
	3.	(Mostly)					
	2.	(Partly)					
	1.	Task analyses is not utilized.					

PEECH MODEL PROGRAM OBSERVATION SCALE

PROGRAM COMPONENT		CRITERIA FOR OBSERVATION	Sept. 30	Nov. 30	Jan. 31	Mar. 31	May 31
LANGUAGE PROGRAMMING							
15. Procedures exist for expanding and encouraging language throughout the program.	4.	Teachers encourage language by expecting children to verbalize their wants and needs; by using large group activities to aid in further development; and use of techniques to stimulate language such as parallel talk, question-answer-question, and asking open-ended questions. Language concepts learned during small groups are reinforced throughout the day. Teachers also follow through on language and procedures to reinforce skills/concepts child is working on in the IEP.					
	3.	(Mostly)					
	2.	(Partly)					
	1.	Expanding and encouraging language does not occur.					
PEER MODELING							
16. Procedures exist which systematically use children's strengths as a model to demonstrate desirable behavior to other children.	4.	Children's skills and behaviors are matched according to assessed strengths and needs. The groupings for instructional activities are based on this match. Strategies/techniques for using children as models are then written and implemented.					27
26	3.						
	2.						
	1.	No use of children as models.					

PEECH MODEL PROGRAM OBSERVATION SCALE

PROGRAM COMPONENT	CRITERIA FOR OBSERVATION	Sept. 30	Nov. 30	Jan. 31	Mar. 31	May 31
SELF HELP PROGRAMMING						
17. Procedures exist for expanding and encouraging the development of self-help skills.	4. Teachers encourage the development of self-help skills by expecting the children to develop skills which will assist them personally by developing skills in self care, e.g., washing hands, drying hands, brushing teeth, dressing, toileting. These skills are encouraged both in the classroom and in the home program.					
	3. (Mostly)					
	2. (Partly)					
	1. Procedures for expanding and encouraging self-help skills do not occur.					
MOTOR SKILLS PROGRAMMING						
18. Procedures exist for expanding and encouraging motor skills throughout the day.	4. Teachers encourage the development of motor skills-gross motor and fine motor-by integrating these skills into the curriculum. These skills are encouraged byth in the classroom and in the home program.					
	3. (Mostly)					
	2. (Partly)					
	1. Procedures for expanding and encouraging motor skills do not exist.					

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PEECH MODEL PROGRAM OBSERVATION SCALE

PROGRAM COMPONENT	CRITERIA FOR OBSERVATION		Sept. 30	Nov. 30	Jan. 31	Mar. 31	May 31
SOCIAL SKILLS PROGRAMMING							
19. Procedures exist for expanding social interaction skills in the child's program.		4. Teachers encourage social interaction by expecting the children to socialize within the classroom and to encourage the parents in the development of these skills (interaction, parallel play, taking turns). These skills are reinforced in small groups also.					
		3. Mostly					
		2. Partly					
		1. Procedures for expanding and encouraging social skills do not exist.					
CURRICULUM DEVELOPMENT							
20. Procedures exist for utilizing available curriculum resources as models for programmatic needs of children.		4. Teachers are utilizing curriculum materials (developmental checklists, behavioristic model, language development kits and teacher made materials) to enhance programmatic needs of children.					
		3. (Mostly)					31
30		2. (Partly)					
		1. No procedures exist for utilizing curriculum models.					

PEECH MODEL PROGRAM OBSERVATION SCALE

PROGRAM COMPONENT		CRITERIA FOR OBSERVATION	Sept.	Nov. 3(	Jan. 3	Mar. 3	May 31
PARENTS RIGHTS							
21. Due process procedures are outlined and followed by program staff.	4.	A procedure is outlined for the staff to follow concerning Parents Rights.					
	3.	Mostly					
	2.	Partly					
	1.	No procedures exist for due process of parental rights.					
TEAMING							
22. Procedures exist which encourage a multi-disciplinary team approach for developing and implementing each child's educational programs.	4.	Meetings, consultations, and/or staffings occur at least four times per year for the purpose of reviewing the progress of <u>all</u> children. All of the professionals who provide ancillary services are involved.					
	3.	(Mostly)					
	2.	(Partly)					
	1.	One person makes decisions on the child's educational program without input from other staff members.					

PEECH MODEL PROGRAM OBSERVATION SCALE

PROGRAM COMPONENT	CRITERIA FOR OBSERVATION	Sept. 30	Nov. 30	Jan. 31	Mar. 31	May 31
STAFF DEVELOPMENT						
23. Procedures which plan for continuing staff development beyond the technical assistance being provided by PEECH Outreach.	4. Each staff member participates in three or more training activities which are based on individual staff member's needs.					
	3. (Mostly)					
	2. (Partly)					
	1. No staff development program exists.					
CHILDREN'S RECORDS						
24. Procedures for objectively documenting and reviewing each child's progress in all instructional areas.	4. A daily record is kept of the child's performance during lessons and his achievement of behavior objectives as determined by the presentation of a criterion activity. Behavioral objectives are reviewed weekly to determine child's progress toward attainment of priority goals. Anecdotal records are kept to provide further information with regard to child performance.					
	3. (Mostly)					
	2. (Partly)					
	1. There is no recording of objectives and regular review of each child's progress.					

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PEECH MODEL PROGRAM OBSERVATION SCALE

PROGRAM COMPONENT		CRITERIA FOR OBSERVATION	Sept. 30	Nov. 30	Jan. 31	Mar. 31	May 31
PROGRAM EVALUATION							
25. Procedures for program evaluation exist.	4.	A plan is written and implemented which evaluates the overall effectiveness of the educational program. The plan includes program goals and success criteria procedures for achieving these goals, data collection strategies and a schedule for implementation. Areas evaluated may include the child assessment process, educational programming, parent training, and staff development. All staff members are aware of these procedures.					
	3.						
	2.						
	1.	Evaluation procedures are not planned or implemented.					

Reference: Karnes, Merle. PEECH Model Component Observation Scale.

Education Service Center
region IX

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APPENDIX C

PEECH Outreach
Technical Assistance
Agreement

Date: October .29 1980

The PEECH Outreach Program agrees to provide the following services:

1. A needs assessment to determine the technical assistance to be delivered to the Outreach Staff.

2. A minimum of sixteen (16) days on-site consultative assistance for the teachers which would

   - Develop Individualized Educational Programs for children identified as needing special assistance;
   - Develop a Parent Training Program and improve Parent Involvement; and
   - Coordinate an organized referral system for young handicapped children with local educational agencies.

3. Presentation of inservice training programs concerning

   - Identification of Children with Special Needs
   - The Referral Process
   - Assessment Techniques
   - Writing Individualized Educational Programs
   - The Home Teaching Process
   - Curriculum Development
   - Parent Training

Mineral Wells Headstart agrees to:

1. Utilize and establish the components of the home intervention model program.

2. Utilize and establish parent training with selected parents.

3. Select target children to receive special training (at least 10% of enrollment)

Lyn A. Cadman
Project Director, PEECH Outreach

Pat Crantree
Coordinator of Participating Program

301 Loop 11, Wichita Falls, Texas 76305, (817) 322-6928

SUMMARY OF
PEECH Outreach Training and Testing
September 1, 1980 - June 30, 1981
Appendix D

OUTREACH SITES	TEACHERS TRAINED		CHILDREN SCREENED	TARGET CHILDREN
	Professional	Paraprofessional		
CHILD CARE, INC.				
Ben Donnell Day Care	4	4	41	1 (1-Sp.Ed.)
McCutchen Day Care	5	5	51	5
Lamar Day Care	2	3	30	2
Economic Opportunities Advancement				
Vernon Head Start Day Care	2	5	52	3
Paducah Day Care & Headstart	2	2	34	2 (1 new, 1 moved)
Quanah Day Care & Headstart	2	5	34	4
Crowell Day Care	2	1	22	4
Mineral Wells Headstart Development Center	5	3	54	4
Wichita Falls Headstart	5	14	100	4 (1 referred to child find 1 new)
Burkburnett	4	2	40	5
Henrietta	1	2	17	2 (1 moved)

Pre-post data was collected on 27 of 40 target children - the remaining 13 were targeted in areas not measured by the Alpern-Boll.

August 1980 - May 5th, 1981

Teacher's Handbook	Parent's Handbook
73	189

Spanish version of both the Teacher's Handbook and Parent's Handbook has been translated and ready for publication during the '81 school year.

During the 1980-81 school 1,500 Newsletters were printed and sent to all replication sites, HCEEP Programs and other professionals in our regional area. In addition, PEECH Outreach received and responded to 37 letters requesting information concerning the PEECH program.

Education Service Center
region IX

APPENDIX E

H. M. Fullerton, Ed. D
Executive Director

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James Kunkel

May 29, 1981

Mrs. Genelle Mathers
P.O. Box 546
Crowell, Texas 79227

Dear Mrs. Mathers:

Working with you and your staff through our Outreach program this year has been very rewarding. The staff in Vernon, Crowell, Paducah, and Quanah have done an excellent job in identifying children with special needs and in making individual programs for these children.

The accomplishments for the 1980-81 fiscal year are summarized as follows:

(1) Consultative visits were made as follows:

A. Vernon received a total of 16 visits.
B. Crowell received a total of 16 visits.
C. Paducah received a total of 16 visits.
D. Quanah received a total of 16 visits.

(2) Inservice training and technical assistance was rendered as follows:

A. Screening techniques to identify handicapped children.
Vernon - 11-20-80, 1/21/81, 1/28/81
Crowell - 11/20/80, 12/10/80, 2/4/81
Paducah - 11/20/80, 12/15/80, 1/21/81, 2/4/81
Quanah - 11/20/80, 1/22/81, 2/4/81, 2/17/81, 3/5/81

B. Utilization of a diagnostic instrument - the Alpern-Boll Developmental Profile
Vernon - 2/17/81, 3/16/81, 4/13/81, 5/5/81
Crowell - 2/17/81, 3/6/81, 3/26/81
Paducah - 2/17/81, 2/24/81
Quanah - 2/17/81, 3/11/81, 3/18/81, 3/25/81, 4/30/81

C. Parent Training and Parent Meetings.
Vernon - 5/19/81
Crowell - 5/19/81
Paducah - 5/19/81
Quanah - 5/19/81

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D. Selection of instructional materials for individualized educational programs for young children.
Vernon - 2/17/81, 3/16/81, 5/19/81
Crowell - 2/17/81, 3/26/81, 5/19/81
Paducah - 2/17/81, 3/25/81, 4/1/81, 5/19/81
Quanah - 2/17/81, 3/11/81, 5/19/81

E. Utilization of behavior management and precision teaching techniques in the development and implementation of individualized educational programs.
Vernon - 2/17/81, 3/16/81
Crowell - 2/17/81, 3/6/81, 4/13/81
Paducah - 2/17/81, 4/15/81, 4/22/81
Quanah - 2/17/81, 3/25/81, 4/1/81, 4/15/81, 4/22/81

Thank you for your cooperation and support. If we can be of further assistance, please contact us.

Sincerely,

Lois Cadman Hardin

Lois Cadman Hardin, Ed.D.
Program Director, PEECH Outreach

Nancy Flamming

Nancy Flamming, B.S.
Training Assistant

Sally Eads

Sally Eads, M.S.
Training Coordinator

LCH/kw/EADS
P-2

Education Service Center region IX

H. M. Fullerton, Ed. D
Executive Director

Board of Directors
James Irl Montgomery
Chairman
J. H. Jones, Jr.
Vice Chairman
Fred Parkey
Secretary
L. A. Berend
Jimmy Fitts
Hunter M. Jones
James Kunkel

May 27, 1981

Mrs. Clarissa Summons
Headstart Director
802 Broad
Wichita Falls, Texas 76301

Dear Mrs. Summons:

Working with you and your staff through our Outreach program this year has been very rewarding. The staff in Mineral Wells, Burkburnett, Henrietta, and Wichita Falls has done an excellent job in identifying children with special needs and in making individual programs for these children.

The accomplishments for the 1980-81 fiscal year are summarized as follows:

(1) Consultative visits were made as follows:

A. Mineral Wells Head Start received a total of 12 visits.
B. Henrietta Head Start received a total of 16 visits.
C. Burkburnett Head Start received a total of 16 visits.
D. Wichita Falls Head Start received a total of 16 visits.

(2) Inservice training and technical assistance was rendered as follows:

A. Screening techniques to identify handicapped children
Mineral Wells - 11/19/80
B. Utilization of a diagnostic instrument - the Alpern-Boll Developmental Profile
Mineral Wells - 10/29/80, 12/5/80, 3/23/81
Henrietta - 10/17/80, 5/7/81
Burkburnett - 10/15/80, 4/29/80
Wichita Falls - 10/27/80, 3/10/81, 5/1/81
C. Parent Training & Parent Meetings
Mineral Wells - 5/4/81
Henrietta - 5/21/81, 5/22/81
Burkburnett - 3/5/81, 5/21/81, 5/22/81
Wichita Falls - 5/21/81, 5/22/81

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D. Selection of instructional materials for individualized educational programs for young children.
Mineral Wells - 3/31/81
Henrietta - 1/29/81, 2/23/81, 3/19/81, 4/23/81, 5/12/81, 5/22/81
Burkburnett - 2/23/81, 3/17/81, 5/21/81, 5/22/81
Wichita Falls - 2/23/81, 3/10/81, 4/10/81, 5/21/81, 5/22/81

E. Utilization of behavior management and precision teaching techniques in the development and implementation of individualized educational programs.
Mineral Wells - 2/27/81, 5/4/81
Henrietta - 2/20/81, 5/21/81, 5/22/81
Burkburnett - 2/20/81, 5/21/81, 5/22/81
Wichita Falls - 2/20/81, 5/21/81, 5/22/81

It has been a pleasure to work with you and your staff this year. If we can be of further assistance, please contact us.

Sincerely,

Lois Cadman Hardin, Ed.D.
Program Director, PEECH Outreach

Nancy Flamming, B.S.
Training Assistant

Sally Eads

Sally Eads, M.S.
Training Coordinator

SE/kw/EADS
N-2

Education Service Center region IX

H. M. Fullerton, Ed. D
Executive Director

Board of Directors
James Irl Montgomery
Chairman
J. H. Jones, Jr.
Vice Chairman
Fred Parkey
Secretary
L. A. Berend
Jimmy Fitts
Hunter M. Jones
James Kunkel

May 28, 1981

Mrs. Margaret Stewart
Child Care, Inc.
432 Federal Building, 1000 Lamar
Wichita Falls, Texas 76307

Dear Mrs. Stewart:

Working with you and your staff has been a very pleasant, rewarding experience for our Outreach Staff. Your directors and teachers at Lamar, Ben Donnell, and McCutchen have done an excellent job in identifying children with special needs and in making individual programs for these children.

The accomplishments for the 1980-81 fiscal year are summarized as follows:

(1) Consultative visits were made as follows:

A. Lamar Child Care Center received a total of 16 visits.
B. Ben Donnell Child Care Center received a total of 16 visits.
C. McCutchen Child Care Center received a total of 16 visits.

(2) Inservice training and technical assistance was rendered as follows:

A. Screening techniques to identify handicapped children
Lamar - 11/3/80, 11/14/80, 1/30/81, 2/16/81
Ben Donnell - 11/3/80, 11/10/80, 11/11/80, 12/12/80, 1/6/81
McCutchen - 11/3/80, 12/8/80, 12/12/80, 1/6/81

B. Utilization of a diagnostic instrument - the Alpern Boll Developmental Profile
Lamar - 2/20/81
Ben Donnell - 2/20/81
McCutchen - 2/20/81, 3/25/81

C. Parent Training and Parent Meetings
Lamar - 5/15/81, 5/18/81
Ben Donnell - 5/15/81, 5/18/81
McCutchen - 5/15/81, 5/18/81

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D. Selection of instructional materials for individualized educational programs for young children.
Lamar - 2/20/81, 3/20/81, 3/25/81
Ben Donnell - 2/20/81, 3/19/81, 4/2/81
McCutchen - 2/20/81, 3/20/81, 4/10/81

E. Utilization of behavior management and precision teaching techniques in the development and implementation of individualized education programs.
Lamar - 2/20/81, 5/15/81, 5/18/81
Ben Donnell - 2/20/81, 5/15/81, 5/18/81
Mccutchen - 2/20/81, 5/15/81, 5/18/81

Thank you again for your participation in PEECH Outreach in 1980-1981. If we can be of further assistance, please contact us.

Sincerely,

Lois Cadman Hardin, Ed.D.
Program Director, PEECH Outreach

Nancy Flamming, B.S.
Training Assistant

Sally Eads, M.S.
Training Coordinator

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APPENDIX F

Pre-Post Evaluation Data

Developmental Evaluations for each target child were completed by using the Alpern Boll Developmental Profile.

Due to a 3 month delay in staff employment, teacher training and individual education plans were significantly affected. Most of the pre-tests were not administered until March of 1981, leaving only 2 months before post-data was gathered.

Mean Gains of Target Children

Physical	Self-Help	Social	Academic	Communications
$\bar{X}$ 6 months	7 months	4.6 months	6 months	4 months

PEECH OUTREACH TRAINING
Appendix G

DIAL TRAINING

16

Child Care, Inc.
Wichita Falls Headstart
Mineral Wells
Greenbelt

ALPERN-BOLL ASSESSMENT

25

Child Care, Inc.
Wichita Falls Headstart
Mineral Wells
Greenbelt

STEP Parenting Session/Make and Take Pre-academic art

28

Child Care, Inc.
Greenbelt
Wichita Falls Headstart

CLASSROOM MANAGEMENT TECHNIQUES

5

Mineral Wells

Pre-Academic Math Concepts	7
Early Motor Skills for the Preschool Handicapped Child	8
Montessori Teaching Methods	9
Language Development for the Preschool Child	15
Demonstration of the Syntax I Kit	15
Creative Art for the Primary Child	28
Total	156

In addition, consultants held on site training during site visits.

The PEECH program has the following main components.

- Screening and Identification of Target Children.
- Assesment of the Target Children.
- Developmnet of IEP's.
- Teacher and Parent Training in Techniques of Working with handicapped children.
- Evaluation of the Yield at the end of the Program.